

Burke High

244 President Street
Charleston, SC 29403

Grades 7-12 Middle School

Enrollment 1,093 Students

Principal Charles Benton 843-579-4815

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	45

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 0 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	No
2006	Unsatisfactory	Unsatisfactory	No

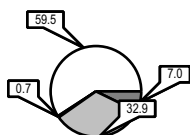
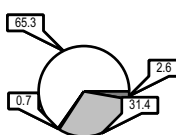
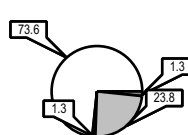
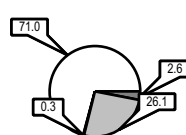
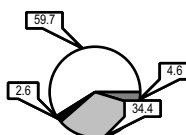
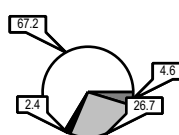
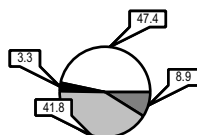
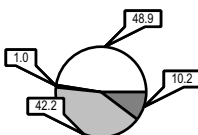
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	62.6	89.7
English 1	46.8	79.8
Biology 1/Applied Biology 2	15.3	43.4
Physical Science	11.9	27.9
All Subjects	36.6	82.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	332	96.7	59.7	32.9	6.8	0.7	13.6		
Gender									
Male	167	95.2	67.6	29.1	2.7	0.7	8.8		
Female	165	98.2	51.7	36.7	10.9	0.7	18.4		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S		
African American	328	96.6	60.1	32.4	6.8	0.7	13.7		
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S		
Disability Status									
Not Disabled	275	99.6	54.6	36.7	8.0	0.8	15.9		
Disabled	57	82.5	88.6	11.4	0.0	0.0	0.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	332	96.7	59.7	32.9	6.8	0.7	13.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	331	96.7	59.7	32.9	6.8	0.7	13.6		
Socio-Economic Status									
Subsidized meals	299	96.3	60.6	32.6	6.4	0.4	12.9		
Full-pay meals	33	100.0	51.6	35.5	9.7	3.2	19.4		

Mathematics – State Performance Objective = 36.7%									
All Students	332	96.7	65.6	31.0	2.7	0.7	5.4		
Gender									
Male	167	95.8	68.2	29.7	1.4	0.7	4.1		
Female	165	97.6	63.0	32.2	4.1	0.7	6.8		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S		
African American	328	96.6	65.4	31.2	2.7	0.7	5.5		
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S		
Disability Status									
Not Disabled	275	99.6	62.4	33.6	3.2	0.8	6.0		
Disabled	57	82.5	84.1	15.9	0.0	0.0	2.3		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	332	96.7	65.6	31.0	2.7	0.7	5.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	331	96.7	65.6	31.0	2.7	0.7	5.4		
Socio-Economic Status									
Subsidized meals	299	96.3	65.8	31.2	2.3	0.8	4.9		
Full-pay meals	33	100.0	64.5	29.0	6.5	0.0	9.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	332	98.8	73.2	24.1	1.3	1.3	2.7
Gender							
Male	167	98.2	71.5	25.2	1.3	2.0	3.3
Female	165	99.4	75.0	23.0	1.4	0.7	2.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	328	98.8	73.7	23.6	1.3	1.3	2.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	275	98.5	71.1	25.7	1.6	1.6	3.2
Disabled	57	100.0	84.0	16.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	332	98.8	73.2	24.1	1.3	1.3	2.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	98.8	73.2	24.1	1.3	1.3	2.7
Socio-Economic Status							
Subsidized meals	299	98.7	73.9	24.6	0.7	0.7	1.5
Full-pay meals	33	100.0	67.7	19.4	6.5	6.5	12.9

Social Studies							
All Students	332	98.8	70.6	26.4	2.7	0.3	3.0
Gender							
Male	167	98.2	68.9	27.8	2.6	0.7	3.3
Female	165	99.4	72.3	25.0	2.7	0.0	2.7
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	328	98.8	71.0	25.9	2.7	0.3	3.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	275	98.5	67.5	29.3	2.8	0.4	3.2
Disabled	57	100.0	86.0	12.0	2.0	0.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	332	98.8	70.6	26.4	2.7	0.3	3.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	98.8	70.6	26.4	2.7	0.3	3.0
Socio-Economic Status							
Subsidized meals	299	98.7	71.3	26.5	2.2	0.0	2.2
Full-pay meals	33	100.0	64.5	25.8	6.5	3.2	9.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	173	97.1	65.4	29.6	5.0	0.0	5.0
	8	159	96.2	52.9	36.8	8.8	1.5	10.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	173	97.7	59.7	37.1	3.1	0.0	3.1
	8	159	95.6	72.6	23.7	2.2	1.5	3.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	173	99.4	82.0	16.8	0.6	0.6	1.2
	8	159	98.1	63.0	32.6	2.2	2.2	4.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	173	99.4	79.5	18.0	1.9	0.6	2.5
	8	159	98.1	60.1	36.2	3.6	0.0	3.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,093)				
Students enrolled in high school credit courses (grades 7 & 8)	5.8%	N/R	9.7%	16.7%
Retention rate	18.1%	N/A	4.0%	2.5%
Attendance rate	90.1%	N/A	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	N/A	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	N/A	0.5%	1.0%
Eligible for gifted and talented	2.9%	N/A	7.0%	15.6%
On academic plans	94.5%	N/AV	55.5%	39.9%
On academic probation	52.8%	N/AV	3.4%	0.7%
With disabilities other than speech	13.0%	N/A	14.7%	12.4%
Older than usual for grade	22.7%	N/A	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	N/R	1.8%	0.9%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 90)				
Teachers with advanced degrees	58.9%	N/A	54.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.5%	N/A	17.3%	9.1%
Teachers with emergency or provisional certificates	14.1%	N/A	13.5%	5.6%
Teachers returning from previous year	79.9%	N/A	76.7%	84.6%
Teacher attendance rate	95.4%	N/R	94.3%	94.8%
Average teacher salary	\$42,262	I/S	\$40,494	\$42,267
Prof. development days/teacher	13.0 days	N/R	11.6 days	11.9 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	N/R	19.0 to 1	21.1 to 1
Prime instructional time	83.3%	N/R	87.5%	89.0%
Dollars spent per pupil*	\$10,120	N/A	\$7,502	\$6,243
Percent of expenditures for teacher salaries*	41.3%	N/A	55.2%	59.8%
Percent of expenditures for instruction*	58.4%		63.0%	65.2%
Opportunities in the arts	Excellent	N/R	Good	Good
Parents attending conferences	48.2%	N/R	93.3%	97.4%
SACS accreditation	Yes	N/R	Yes	Yes
Character development	Good	N/R	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Burke has made many positive strides during the 2005-2006 school year. Our theme this year has been Striving to be the Best. The staff at Burke, despite many obstacles, has been zealous to ensure students' success. Teachers have participated in several professional development opportunities that have allowed them to bring new and exciting strategies to the classroom for their students.

Several of our students have experienced success in many ways. In fact we've provided many resources for Burke's students this year. Students have had the opportunity to participate in pull-out programs, after-school tutoring, computer-assisted programs and mentoring programs. We are also proud of the partnership with the College of Charleston, which focuses on increasing student achievement. They have been very instrumental in providing great educational opportunities for our teachers and students. The Middle School has developed a partnership with the City of Charleston's Department of Recreation. This partnership has afforded the students an opportunity to participate in sporting events that are not normally offered in our Physical Education program.

Burke has appreciated the assistance that we have received from the South Carolina State Department of Education including financial grants, a curriculum specialist, and teacher specialists in the areas of English, science, math and special education. Our specialists have provided on-site data driven and research-based professional development to support the Coherent Curriculum. The teaching staff has had numerous opportunities to participate in professional development to enhance the Coherent Curriculum.

Our students have made great strides academically because of everyone working together. We are proud of the academic improvements made by our students and know that they will continue to Strive to be the Best. With the teamwork of students, teachers, parents and the community, Burke's students will always strive for excellence.

Curtis Amos, Principal
 Blondelle Gadsden, Principal, Lower Burke
 Patricia Clark, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	82	17
Percent satisfied with learning environment	67.5%	72.5%	50.0%
Percent satisfied with social and physical environment	82.5%	83.8%	56.3%
Percent satisfied with school-home relations	10.0%	76.0%	52.9%

*Only students at the highest middle school grade level at this school and their parents were included.